

## Item 8:

# Consider and Take Action on Principal and Teacher Surveys for Accountability System for Educator Preparation Programs

### DISCUSSION AND ACTION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and approve changes to the principal survey of first-year teachers and to the new teacher survey that were approved in Fall 2017 and piloted in Spring 2018. The principal and teacher surveys are factors in determining the performance of educator preparation programs (EPPs) in the Accountability System for Educator Preparation Programs (ASEP).

**STATUTORY AUTHORITY:** The statutory authority for the principal and teacher surveys is the Texas Education Code (TEC), §§21.045(a)(2), 21.045(a)(5), 21.0452(b)(10), 21.0452(b)(11), 21.0452(b)(4)(A), and 21.0452(b)(4)(B).

**PREVIOUS BOARD ACTION:** At the October 2017 SBEC meeting, the Board approved the principal and teacher surveys to be piloted in Spring 2018.

**BACKGROUND INFORMATION AND JUSTIFICATION:** As part of the ASEP, the TEC, §21.045 requires the SBEC to determine the accreditation status of EPPs based on a survey of principals of first-year teachers and a survey of new teachers. Additionally, the TEC, §21.0452 requires the SBEC to collect and publish consumer information from principal and teacher surveys that evaluate EPP effectiveness in preparing its candidates to succeed in the classroom. To meet these requirements, the TEA has been administering a survey in the spring of each school year of all principals at schools employing first-year teachers. This survey is aligned with the Pedagogy and Professional Responsibilities (PPR) educator standards and includes additional questions to determine the extent to which first-year teachers effectively teach students with disabilities and English language learners, effectively integrate technology into curricula and instruction, and use technology to collect, manage, and analyze data to improve teaching and learning.

At the October 2017 meeting, the SBEC approved new surveys that more closely align with the Texas Teacher Evaluation and Support System (T-TESS), which SBEC rules require EPPs to include in their curriculum. The standards and rubric were designed to capture the research-based pedagogical practices that best lead to improved instruction and student learning. The T-TESS includes a rubric with sixteen dimensions within the four domains of planning, instruction, learning environment, and professional practice and responsibilities. The Teacher Standards are included in Attachment II and the T-TESS dimensions are included in Attachment III.

By aligning the current principal survey and the new teacher survey to the Teacher Standards and the T-TESS rubric, the SBEC approved the surveys to better align its performance expectations for first-year and new teachers with the expectations of their districts. This alignment will provide improved data for EPPs to inform their preparation of teachers and better match that preparation and support with the needs of students and districts.

Stakeholders have been involved throughout the development and piloting of the surveys. An advisory group of EPP representatives met in May 2017 to provide initial input in the development of the surveys, the data that should be provided by the surveys, and the use of the surveys for program improvement, accreditation, and consumer information. A larger stakeholder group consisting of EPP representatives, principals, and early-career teachers was convened in June 2017. This larger group further refined the surveys and identified critical standards and dimensions to be included in surveys of first-year and new teachers. A third stakeholder group participated in cognitive interviews with staff from the Texas Comprehensive Center at the American Institutes for Research during the summer of 2017. This group was comprised of principals who have recently supervised first-year teachers and new teachers who have completed their first year of teaching under a standard certificate. The results of the cognitive interviews helped determine if survey items were consistently understood in the same way by different people and were measuring what they are designed to measure. See Attachment VI for a description of the cognitive interview process and the resulting recommendations. Following the collection of pilot data, the surveys and results were presented back to the original advisory group and the EPAC.

The pilot data was analyzed for similarity of performance with the current principal survey and psychometric performance. A more robust description of these analyses and the results are presented in Attachment VII. In summary, results on the principal survey at the individual and EPP level were similar but not identical to results from the existing principal survey. Results from the teacher survey were similar to but not identical to results from the principal survey. The data from the pilots revealed that the individual subscales demonstrated internal consistency, and that the overall conceptual model for the surveys was a good fit for the data. Staff conducted an analysis of the impact of removing questions with answer patterns highly correlated with other questions on the same subscale and which had been identified as potentially troublesome in the cognitive interviews. This analysis yielded the final versions of the surveys: the principal survey that reflect these changes is included in Attachment IV, and the teacher survey that reflect these changes is included in Attachment V. These items, along with the justification for deletion, are included in attachment VII.

The principal survey will be used for accountability purposes in 2018-19, with the performance standard that is adopted for use with that reporting period. The teacher survey will be collected in 2018-19, and will be used for accountability purposes as prescribed by TAC 229.

**ASSOCIATE COMMISSIONER'S RECOMMENDATION:**

Approve the principal and teacher surveys as presented.

**Staff Member Responsible:**

Mark Olofson, Director, Educator Data and Program Accountability

**Attachments:**

- I. Statutory Citations Relating to Principal and Teacher Surveys
- II. Commissioner's Rules Concerning Educator Standards
- III. Texas Teacher Evaluation Support System Domains and Dimensions
- IV. Principal Survey

- V. Teacher Survey
- VI. Survey Development Report
- VII. Pilot Survey Analysis

**ATTACHMENT I****Statutory Citations Relating to Principal and Teacher Surveys****Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpts):**

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
  - (2) performance based on the appraisal system for beginning teachers adopted by the board;
  - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.

**Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs (excerpts):**

- (b) The board shall make available at least the following information regarding each educator preparation program:
  - (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
    - (A) students with disabilities; and
    - (B) students of limited English proficiency, as defined by Section 29.052;
  - (10) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and
  - (11) the results of teacher satisfaction surveys developed under Section 21.045 and given to program participants at the end of the first year of teaching.

**ATTACHMENT II****Commissioner's Rules Concerning Educator Standards****§149.1001. Teacher Standards.**

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
  - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
    - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
      - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
      - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
      - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
    - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
      - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
      - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
      - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
    - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
      - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
      - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
      - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

- (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
  - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
  - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
  - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
  - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
  - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
  - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
  - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
  - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
  - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
  - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
    - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
    - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
  - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
    - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
    - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
    - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
  - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
    - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
    - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
    - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
  - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
    - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
    - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

- (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
  - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
    - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
    - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
    - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
  - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
    - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
    - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
  - (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
    - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
    - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
    - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
  - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
    - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
    - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.



- (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
  - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
  - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
  - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
  - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
  - (ii) Teachers maximize instructional time, including managing transitions.
  - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
  - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
  - (A) Teachers implement both formal and informal methods of measuring student progress.
    - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
    - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
  - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
    - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
    - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

- (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
  - (C) Teachers regularly collect, review, and analyze data to monitor student progress.
    - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
    - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
  - (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
    - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
    - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
  - (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
    - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
    - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
    - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
  - (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
    - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

- (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
- (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
  - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
  - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
  - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
  - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
  - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**ATTACHMENT III****Texas Teacher Evaluation Support System Domains and Dimensions**

To ensure surveys were appropriate in length, dimensions in *italics* were excluded from the pilot surveys because the components of the dimension were addressed in another dimension or the overall dimension was less critical for the success of a first-year teacher.

## Planning (Domain 1)

- Standards and Alignment (Dimension 1.1) The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.
- Data and Assessment (Dimension 1.2) The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- *Knowledge of Students (Dimension 1.3)* Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- Activities (Dimension 1.4) The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

## Instruction (Domain 2)

- *Achieving Expectations (Dimension 2.1)* The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
- Content Knowledge and Expertise (Dimension 2.2) The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- *Communication (Dimension 2.3)* The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
- Differentiation (Dimension 2.4) The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- Monitor and Adjust (Dimension 2.5) The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.

## Learning Environment (Domain 3)

- Classroom Environment, Routines and Procedures (Dimension 3.1) The teacher organizes a safe, accessible and efficient classroom.
- Managing Student Behavior (Dimension 3.2) The teacher establishes, communicates and maintains clear expectations for student behavior.
- *Classroom Culture (Dimension 3.3)* The teacher leads a mutually respectful and collaborative class of actively engaged learners.

## Professional Practices and Responsibilities (Domain 4)

- Professional Demeanor and Ethics (Dimension 4.1) The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- Goal Setting (Dimension 4.2) The teacher reflects on his/her practice.
- *Professional Development (Dimension 4.3)* The teacher enhances the professional community.

- *School Community Involvement (Dimension 4.4)* The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

**ATTACHMENT IV****Principal Survey****RESPONSE DESCRIPTORS****WELL PREPARED**

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

**SUFFICIENTLY PREPARED**

Most of the time, the beginning teacher was able to demonstrate a general understanding and had

the required knowledge and skills.

**NOT SUFFICIENTLY PREPARED**

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

**NOT AT ALL PREPARED**

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

**PLANNING**

To what extent was this first-year teacher prepared to:

1. design lessons that align with state content standards?
2. lessons that are appropriate for diverse learning needs?
3. design lessons that reflect research-based best practices?
4. design lessons that are relevant to students? [*relevant: there are connections between the lesson and the students' world*]
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
6. plan appropriate methods (formal and/or informal) to measure student progress?
7. use a variety of student data to plan instruction?
8. provide appropriate feedback to students, families, or other school personnel? [*appropriate: specific, timely, and confidential*]
9. plan lessons that encourage students to persist when learning is difficult?
10. plan engaging questions that encourage complex or higher-order thinking?
11. plan lessons that use student instructional groups to meet the needs of all students?
12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

**INSTRUCTION**

To what extent was this first-year teacher prepared to:

13. use content-specific pedagogy to deliver lessons aligned with state standards?
14. To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?
15. demonstrate connections between the learning objectives and other disciplines?
16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?
17. use technology when appropriate to the lesson (to the extent technology was available at the school)?
18. differentiate instruction?
19. consistently monitor the quality of student participation and performance?
20. work with a diverse student population?
21. work with a diverse parent and school community population?
22. collect student progress data during instruction?
23. adjust the lesson in progress based on data gathered during instruction? *[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]*
24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?
25. give appropriate time for the lesson from introduction to closure?

**LEARNING ENVIRONMENT**

To what extent was this first-year teacher prepared to:

26. organize a safe classroom?
27. organize a classroom learning environment that is accessible for all students?
28. organize a classroom in which procedures and routines are clear and efficient?
29. establish clear expectations for student behavior in the classroom?
30. maintain clear expectations for student behavior in the classroom?
31. implement campus behavior systems consistently and effectively?

32. provide support to students to meet expected behavior standards?

### **PROFESSIONAL PRACTICES & RESPONSIBILITIES**

To what extent was this first-year teacher prepared to:

33. find and follow district expectations for professional standards? *[expectations: such as district guidelines, operating policies, or campus procedures]*

34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?

35. advocate for the needs of the students in the classroom?

36. reflect on his/her strengths and professional learning needs?

37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?

38. prioritize goals to improve professional practice and student performance?

### **STUDENTS WITH DISABILITIES**

**A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in**

**public school without the provision of special services:**

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?

### **STUDENTS WITH DISABILITIES**

To what extent was this first-year teacher prepared to:

39. differentiate instruction to meet the academic needs of students with disabilities?

40. differentiate instruction to meet the behavioral needs of students with disabilities?

41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?

*[decisions: modifying instructional activities such as pacing, additional support or time,*



*lesson delivery, assessment design, etc.]*

43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?

*[staff: individuals in key roles with specialized knowledge to meet the needs of the student]*

44. understand and adhere to the federal and state laws that govern special education services?

## **ENGLISH LANGUAGE LEARNERS**

**TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."**

Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom?

## **ENGLISH LANGUAGE LEARNERS**

To what extent was this first-year teacher prepared to:

45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?

47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?

48. understand and adhere to federal and state laws that govern education services for ELLs?

## **OVERALL EVALUATION**

49. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program.

- Well prepared by the program for the first year of teaching.
- Sufficiently prepared by the program for the first year of teaching.
- Not sufficiently prepared by the program for the first year of teaching.
- Not at all prepared by the program for the first year of teaching.

## **TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT**

50. How would you rate this teacher's influence on student achievement? Select your answer from the following 10-point scale.

- The teacher is exceptional, in the top 2% of teachers I've supervised.
- The teacher is excellent, in the top 5% of teachers I've supervised.
- The teacher is very good.

- The teacher is good.
- The teacher is average.
- The teacher is below average but will likely improve in time.
- The teacher is below average and will need significant professional development to improve.
- The teacher is well below average.
- The teacher is poor.
- The teacher is unacceptable

**ATTACHMENT V****Teacher Survey****RESPONSE DESCRIPTORS****WELL PREPARED**

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

**SUFFICIENTLY PREPARED**

Most of the time, the beginning teacher was able to demonstrate a general understanding and had

the required knowledge and skills.

**NOT SUFFICIENTLY PREPARED**

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

**NOT AT ALL PREPARED**

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

**PLANNING**

To what extent did your educator preparation program prepare you to:

1. design lessons that align with state content standards?
2. lessons that are appropriate for diverse learning needs?
3. design lessons that reflect research-based best practices?
4. design lessons that are relevant to students? [*relevant: there are connections between the lesson and the students' world*]
5. design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?
6. plan appropriate methods (formal and/or informal) to measure student progress?
7. use a variety of student data to plan instruction?
8. provide appropriate feedback to students, families, or other school personnel? [*appropriate: specific, timely, and confidential*]
9. plan lessons that encourage students to persist when learning is difficult?
10. plan engaging questions that encourage complex or higher-order thinking?
11. plan lessons that use student instructional groups to meet the needs of all students?

12. make sure all instructional resources, materials, and technology are aligned to instructional purposes?

### **INSTRUCTION**

To what extent did your educator preparation program prepare you to

13. use content-specific pedagogy to deliver lessons aligned with state standards?

14. To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?

15. demonstrate connections between the learning objectives and other disciplines?

16. provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?

17. use technology when appropriate to the lesson (to the extent technology was available at the school)?

18. differentiate instruction?

19. consistently monitor the quality of student participation and performance?

20. work with a diverse student population?

21. work with a diverse parent and school community population?

22. collect student progress data during instruction?

23. adjust the lesson in progress based on data gathered during instruction? [*data: evidence generated during instruction such as formal/informal, observational, formative, etc.*]

24. maintain student engagement by adjusting instruction and activities based on student responses and behavior?

25. give appropriate time for the lesson from introduction to closure?

### **LEARNING ENVIRONMENT**

To what extent did your educator preparation program prepare you to:

26. organize a safe classroom?

27. organize a classroom learning environment that is accessible for all students?

28. organize a classroom in which procedures and routines are clear and efficient?

29. establish clear expectations for student behavior in the classroom?

30. maintain clear expectations for student behavior in the classroom?

31. implement campus behavior systems consistently and effectively?
32. provide support to students to meet expected behavior standards?

### **PROFESSIONAL PRACTICES & RESPONSIBILITIES**

To what extent did your educator preparation program prepare you to:

33. find and follow district expectations for professional standards? [*expectations: such as district guidelines, operating policies, or campus procedures*]
34. understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
35. advocate for the needs of the students in the classroom?
36. reflect on his/her strengths and professional learning needs?
37. use data from self-assessment, reflection, and supervisor feedback to set professional goals?
38. prioritize goals to improve professional practice and student performance?

### **STUDENTS WITH DISABILITIES**

**A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in**

**public school without the provision of special services:**

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Do you have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?

### **STUDENTS WITH DISABILITIES**

To what extent did your educator preparation program prepare you to:

39. differentiate instruction to meet the academic needs of students with disabilities?
40. differentiate instruction to meet the behavioral needs of students with disabilities?
41. develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

42. make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?

*[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]*

43. collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?

*[staff: individuals in key roles with specialized knowledge to meet the needs of the student]*

44. understand and adhere to the federal and state laws that govern special education services?

## ENGLISH LANGUAGE LEARNERS

**TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."**

Do you have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom?

## ENGLISH LANGUAGE LEARNERS

To what extent did your educator preparation program prepare you to:

45. design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?

46. develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?

47. support ELLs in mastering the English Language Proficiency Standards (ELPS)?

48. understand and adhere to federal and state laws that govern education services for ELLs?

## OVERALL EVALUATION

49. What is your overall evaluation of how well you were prepared this teacher for the realities of the classroom as they exist on your campus?" Select the one statement that most closely matches your current overall perspective on the program.

- Well prepared by the program for the first year of teaching.
- Sufficiently prepared by the program for the first year of teaching.
- Not sufficiently prepared by the program for the first year of teaching.
- Not at all prepared by the program for the first year of teaching.

## ATTACHMENT VI

### Survey Development Report

#### **ASEP Principal Survey and First-Year Teacher Survey Development: Survey Refinement Through Cognitive Interviews in 2017**

##### **Overview**

As part of Accountability System for Educator Preparation (ASEP) programs, the Texas Education Code (TEC), Section 21.045, requires that the State Board for Educator Certification (SBEC) determines the accreditation status of educator preparation programs (EPPs) based on an appraisal system for beginning teachers and surveys of new teachers. The purpose of ASEP is to raise the standards for teacher preparation programs, to find new and improved ways to train new teachers, and to provide program information to those who are interested in obtaining teacher certification for them to select a teacher preparation program. In fall 2016, the Texas Education Agency (TEA) requested support from the Texas Comprehensive Center (TXCC) at the American Institutes for Research (AIR) to assist in survey development for ASEP accountability indicators required by Texas Administrative Code (TAC) Chapter 229. Indicator 2 is a principal appraisal of first year teachers and Indicator 5 is a teacher satisfaction survey of first year teachers on a standard teaching certificate. The survey development work was initiated for two reasons: (1) to fulfill TEA's objective to align the current principal survey of first-year teachers with the Texas Teaching Standards and (2) to develop a new teacher satisfaction survey as stipulated under TAC Chapter 229. The provisions of 19 TAC§229.4(a) Accountability Performance Indicators are as follows:

[Indicator] (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared."

[Indicator] (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP.

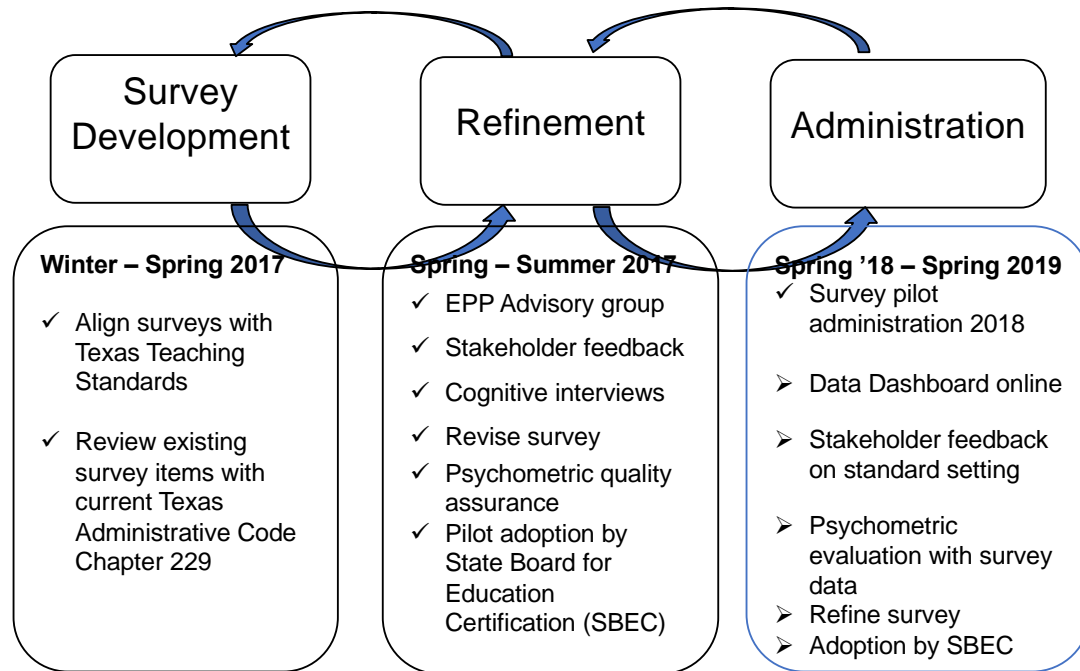
Staff from TEA's Educator Leadership and Quality Division worked jointly with TXCC in the first half of 2017 to develop drafts of the survey instruments, which were aligned with the Texas Teaching Standards. As part of the development process, TEA and TXCC engaged in a collaborative survey development process recommended by Irwin and Stafford (2016), which includes the following steps:

1. "identify topics of interest;
2. identify relevant, existing survey items;
3. draft new survey items and adapt existing survey items;
4. review draft survey items with stakeholders and content experts; and
5. refine the draft survey with pretesting using cognitive interviewing" (p. 2).

The purpose of this report is to outline the cognitive interview process (Step 5) conducted as part of the collaborative survey development of the principal and teacher surveys and to highlight the resulting survey changes based on the interview data. This report includes an overview of the methodology used to conduct the cognitive interviews, a description of the interview participants, and a summary of survey revisions. Figure 1 outlines the development steps of the collaborative survey development.

Figure 1. Timeline of Collaborative Survey Development of Accountability System for Educator System (ASEP) Indicator 2 -Principal Survey and Indicator5 - First-Year Teacher Survey 2017 - 2019

## ASEP Collaborative Survey Development Process



Source. TEA and TXCC depiction of the ASEP survey development process.

### Methodology

The principal and teacher surveys were shared with stakeholders to get feedback on the survey and related survey items through a webinar and a face-to-face meeting in late spring 2017. In addition, an internal quality assurance review was conducted by an AIR survey methodologist to review wording structure and potential item interpretation. As part of the survey validation process, TEA and TXCC decided to conduct cognitive interviews in the summer of 2017 to get feedback on clarity, relevance, and understanding of the survey items.

Cognitive interviewing is “the practice of administering a survey questionnaire while collecting additional verbal information about the survey responses” (Beatty, 2004). This methodology is aimed at improving the clarity, relevance, length, and wording of the survey items. Cognitive interviews are conducted by the surveyor administering a draft of the survey to respondents; subsequently, those respondents “think out loud” to identify the clarity of the items and whether the items are likely to elicit the information intended by the survey author (Beatty & Willis, 2007; Irwin & Stafford, 2016). The goal of employing cognitive interviews is to identify and correct potential problems with the survey instrument before large-scale implementation.

The working group explored the research to determine what number of cognitive interviews were needed to refine the survey. Research suggests a variable number of cognitive interviews are needed to generate the information needed to improve a survey. For example, Blair and Conrad (2011) suggest around 15 participants, while Irwin and Stafford (2016) suggest that the number depends on time and resources. Recently, the Regional Educational Laboratory Northeast & Islands, a research contract funded by the Institute of Education Sciences,



conducted four to nine interviews per survey project. Informed by this research and practice in the field, the working group determined that 10–12 principals and first-year teachers would be interviewed to obtain feedback on the survey items.

To prepare for the cognitive interviews, TXCC staff participated in a half-day basic cognitive interview training conducted by an in-house AIR cognitive interview expert/trainer, a half-day protocol-specific training, and an additional 1.5-hour finalized protocol review. The following subsections provide additional detail regarding the development of the protocols used during the cognitive interviews, the selection and recruitment of participants, and the interview methods.

#### Protocol Development Methods

Based on feedback from stakeholders or methodological experts, survey items, wording, or structure of the surveys, areas were identified for probing during the cognitive interviews to test for clarity and understanding. The probes were developed into a cognitive interview protocol used to guide the interviews. After reviewing several cognitive interview protocol samples and collaborating with experienced cognitive interviewers, the survey development team (consisting of members from TEA and TXCC) developed, reviewed, and revised drafts of the protocols to be used in the interviews. The team further revised the protocols after considering comments from stakeholders as to what Texas Teaching Standards were essential for a first-year teacher to grasp before becoming a classroom teacher.

Detailed scripts and procedures were created for interviewers that introduced the purpose of the study, explaining the confidentiality statement, obtaining permission to record the interview, and demonstrating and practicing a think-aloud exercise with the principal or teacher. Because of the length of the surveys, the survey development team decided to divide the protocol into two sections and assign interviewers to begin with certain sections to ensure that as many questions as possible were reviewed by the principals and teachers.

The survey questions for each dimension were included in the principal and teacher surveys and were formatted and organized into manageable groups that allowed the interviewer to note the principal or teacher's response selection and their think-aloud comments. The interviewers had additional probes for questions of interest and a general set of probes available to obtain further information from the respondents about each group of items. The interviewers provided principals and teachers with a paper copy of the appropriate survey for their reference, which had the question stem and the answer options for each question.

#### Recruitment Methods

The TEA-TXCC working group determined that cognitive interviews of the two surveys should occur with principals who recently supervised first-year teachers and new teachers who completed their first year of teaching under a standard certificate. The working group also wanted to ensure that the interview respondents were representative of the state of Texas in terms of geography and school type. TXCC staff randomly selected 20 public school districts in Texas for the cognitive interviews. Staff randomly selected one school from each district for principal recruitment. The plan was to interview the principal from these 20 schools and a first-year teacher as well. Thirteen of the 20 selected schools did not have first-year teachers, so seven additional schools were selected for teacher recruitment. For districts with no first-year teachers in the entire district, staff selected another similar district. TXCC ensured that different levels of urbanicity were represented and that schools from different Education Service Center (ESC) regions were included. Cognitive interviews with principals and teachers were held from June 19, 2017, to June 30, 2017. Principals and teachers received continuing education credits from TEA in addition to a \$40 Target gift card donated by TXCC for participating in the interview.

#### Interview Methods

All interviews (both principals and new teachers) were scheduled to last 1 hour. Half the interviews started on Dimension 1.1 (Section A) and half started on Dimension 3.1 (Section B). TXCC staff were instructed to start on either Section A or B (as assigned during recruitment, with half the respondents of each type starting on Section A and half starting on Section B) and continue onto the next section as they had time. During the last 3–5 minutes of the interview, interviewers stopped and asked the final two overall questions about the survey. Cognitive interviews were audio-recorded with the respondents' permission, and notes were taken during the interview.

### Demographics

The final sample consisted of nine teachers and 10 principals. Table 1 shows the school type, geography, and ESC region. The teachers and principals were employed in districts from a mix of geographic regions and education service centers (ESCs). Seven principals and four teachers were employed at districts that have implemented the Texas Teacher Evaluation and Support System (T-TESS). Eight principals participated in the 2017 Principal Survey.

**Table 1. Principal and Teacher Demographics**

	Number Interviewed	School Type	Geography of School District	ESC	T-TESS
Principal	10	7 elementary, 1 middle, and 2 high school	1 rural, 2 urban, 1 suburban, 3 other central city suburban, 2 nonmetro fast growing, and 1 independent town	2, 5, 11, 12, 13, 16, 20	7 districts
Teacher	9	6 elementary, 1 middle, and 2 high school	4 nonmetro stable, 1 nonmetro fast growing, 2 major suburban, 1 other central city, and 1 other central city suburban	7, 8, 10, 11, 12, 13, 16, 20	4 districts

### Results

Table 2 summarizes the changes made to the principal survey based on feedback from the cognitive interviews, as well as feedback received from stakeholders in spring 2017. This table shows the changes to the survey at the domain level.

**Table 2. Changes to Survey Based on Cognitive Interviews**

Survey Domain	Survey Section	Total Items	Number of Items Left Unchanged	Number of Items Reworded	Number of Items Deleted	Number of Items Added
Planning	Standards and Alignment	6	3	2	1	0
	Data and Assessment	3	0	3	0	0
	Activities	5	4	1	0	0
Instruction	Content Knowledge and Expertise	8	2	3	3	2
	Differentiation	5	4	1	0	2
	Monitor and Adjust	5	4	1	0	0
Learning Environment	Classroom Environment, Routines, and Procedures	3	3	0	0	0

Survey Domain	Survey Section	Total Items	Number of Items Left Unchanged	Number of Items Reworded	Number of Items Deleted	Number of Items Added
	Managing Student Behaviors	4	0	4	0	0
Professional Practices and Responsibilities	Professional Demeanors and Ethics	4	1	3	0	0
	Goal Setting	3	0	3	0	0
Students with Disabilities		8	3	3	2	0
English Language Learners		6	1	3	2	0

As shown in Table 2, nearly half of the questions in the survey were reworded ( $N = 27$ ) in response to the data from the cognitive interviews and stakeholder feedback. Although some sections had all the questions reworded (e.g., Managing Student Behaviors), others were left mostly unchanged. Eight questions were removed, with two different questions added back. Overall, the structure of the survey was retained. This survey was then piloted with principals and first-year teachers in spring 2018. This pilot survey is presented in the appendix to this report.

### Discussion

In 2017, TEA partnered with TXCC to write and refine an updated principal survey to replace the current principal survey, and, simultaneously, write an aligned first-year teacher survey. Taking guidance from the existing principal survey and the Texas Teaching Standards, this survey was crafted in an iterative manner where data and feedback were gathered from stakeholders and administrators and teachers in the field. Based on this feedback, the survey development team proposed, wrote, and reworked items. Following best practices from the field, the team then conducted cognitive interviews with individuals from the population that will be measured using the final survey tool. Results from these cognitive interviews prompted further edits to the survey items.

### Next Steps

In spring 2018, these surveys were piloted with principals and first-year teachers. Results from a psychometric analysis of pilot responses will be used in the final determination of items for inclusion in the survey instrument. The resulting survey instruments will be proposed for adoption by SBEC in 2018–2019. The adopted survey will be used for EPP compliance with ASEP Indicator 2 and Indicator 5.

**References**

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- Beatty, P. C., & Willis, G. B. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly*, *71*(2), 287–311.
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- Irwin, C. W., & Stafford, E. T. (2016). *Survey methods for educators: Collaborative survey development (part 1 of 3)* (REL 2016–163). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <https://files.eric.ed.gov/fulltext/ED567751.pdf>
- Texas Administrative Code Chapter 229. Accountability System for Educator Preparation Programs. Retrieved from <http://ritter.tea.state.tx.us/sbecrules/tac/chapter229/ch229.html>

**Appendix A: Pilot Principal Survey Administered in Qualtrics, Spring 2018**  
**You are completing this survey about the preparedness of \${m://FirstName} \${m://LastName}.**

Principal Survey

**Welcome to the Pilot Principal Survey!**

The purpose of this pilot is to test the implementation of the new Principal Survey. This survey meets the requirements in 19 Texas Administrative Code (TAC) §229.4(a)(2) for educator preparation program (EPP) accountability. Thank you for taking the time to complete this survey. These survey questions should be answered by reflecting on how well prepared this teacher was at the start of the classroom teacher assignment. When providing answers to the survey questions, think about this teacher's first few months in the classroom.

Please answer all survey questions unless directions offer the opportunity to skip a section that does not apply to the teacher being evaluated. Within each section of the survey, you will find useful definitions and other prompts that may be helpful for completing the survey. To move around within the survey, please use the navigation buttons at the bottom of each page. Do not use the browser buttons to navigate within the survey because answers may not save. You may save a partially completed survey and finish it later.

Thank you for your participation in this pilot. Your participation is valuable!

**My role on this first-year teacher's campus:**

- Principal
- Assistant Principal
- Grade Level Team Leader
- Department Chair

For each survey question, you will need to select one of the following response options.

## RESPONSE DESCRIPTORS

### **Well Prepared**

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

### **Sufficiently Prepared**

Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

### **Not Sufficiently Prepared**

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

### **Not at All Prepared**

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

## PLANNING

**This block asks questions about this teacher's preparedness to plan instruction for students. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

### **Planning: Standards & Alignment**

1. To what extent was this first-year teacher prepared to design lessons that align with state content standards?
2. To what extent was this first-year teacher prepared to design lessons that are appropriate for diverse learning needs?
3. To what extent was this first-year teacher prepared to design lessons that reflect research-based best practices?
4. To what extent was this first-year teacher prepared to design lessons that are relevant to students? [*relevant: there are connections between the lesson and the students' world*]
5. To what extent was this first-year teacher prepared to design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?

### **Planning: Data and Assessments**

6. To what extent was this first-year teacher prepared to plan appropriate methods (formal and/or informal) to measure student progress?
7. To what extent was this first-year teacher prepared to use a variety of student data to plan instruction?
8. To what extent was this first-year teacher prepared to provide appropriate feedback to students, families, or other school personnel? [*appropriate: specific, timely, and confidential*]

### **Planning: Activities**

9. To what extent was this first-year teacher prepared to plan lessons that encourage students to persist when learning is difficult?

10. To what extent was this first-year teacher prepared to plan lessons that encourage achievement of learning goals?
11. To what extent was this first-year teacher prepared to plan engaging questions that encourage complex or higher-order thinking?
12. To what extent was this first-year teacher prepared to plan lessons that use student instructional groups to meet the needs of all students?
13. To what extent was this first-year teacher prepared to make sure all instructional resources, materials, and technology are aligned to instructional purposes?

#### INSTRUCTION

**This block asks questions about this teacher's preparedness to implement instruction in the classroom. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

#### **Instruction: Content Knowledge and Expertise**

14. To what extent was this first-year teacher prepared to use content-specific pedagogy to deliver lessons aligned with state standards?
15. To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?
16. To what extent was this first-year teacher prepared to demonstrate connections between the learning objectives and other disciplines?
17. To what extent was this first-year teacher prepared to provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?
18. To what extent was this first-year teacher prepared to use technology when appropriate to the lesson (to the extent technology was available at the school)?

#### **Instruction: Differentiation**

19. To what extent was this first-year teacher prepared to differentiate instruction?
20. To what extent was this first-year teacher prepared to adapt lessons to address individual needs of all students?
21. To what extent was this first-year teacher prepared to consistently monitor the quality of student participation and performance?
22. To what extent was this first-year teacher prepared to recognize when students become confused or disengaged?
23. To what extent was this first-year teacher prepared to respond to student misunderstandings of lesson content?
24. To what extent was this first-year teacher prepared to work with a diverse student population?
25. To what extent was this first-year teacher prepared to work with a diverse parent and school community population?

#### **Instruction: Monitor and Adjust**

26. To what extent was this first-year teacher prepared to collect student progress data during instruction?

27. To what extent was this first-year teacher prepared to adjust the lesson in progress based on data gathered during instruction? *[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]*
28. To what extent was this first-year teacher prepared to consistently invite input from students to monitor and adjust instruction?
29. To what extent was this first-year teacher prepared to maintain student engagement by adjusting instruction and activities based on student responses and behavior?
30. To what extent was this first-year teacher prepared to give appropriate time for the lesson from introduction to closure?

#### LEARNING ENVIRONMENT

**This block asks questions about this teacher's preparedness to establish a positive classroom environment that encourages learning. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

##### **Learning Environment: Classroom Environment, Routines, and Procedures**

31. To what extent was this first-year teacher prepared to organize a safe classroom?
32. To what extent was this first-year teacher prepared to organize a classroom learning environment that is accessible for all students?
33. To what extent was this first-year teacher prepared to organize a classroom in which procedures and routines are clear and efficient?

##### **Learning Environment: Managing Student Behavior**

34. To what extent was this first-year teacher prepared to establish clear expectations for student behavior in the classroom?
35. To what extent was this first-year teacher prepared to maintain clear expectations for student behavior in the classroom?
36. To what extent was this first-year teacher prepared to implement campus behavior systems consistently and effectively?
37. To what extent was this first-year teacher prepared to provide support to students to meet expected behavior standards?

#### PROFESSIONAL PRACTICES & RESPONSIBILITIES

**This block asks questions about this teacher's preparedness to meet the professional responsibilities associated with the role as an educator. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

##### **Professional Practices and Responsibilities: Professional Demeanor and Ethics**

38. To what extent was this first-year teacher prepared to find and follow district expectations for professional standards? *[expectations: such as district guidelines, operating policies, or campus procedures]*
39. To what extent was this first-year teacher prepared to meet district expectations for professional responsibilities (legal, ethical)?
40. To what extent was this first-year teacher prepared to understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?



41. To what extent was this first-year teacher prepared to advocate for the needs of the students in the classroom?

**Professional Practices and Responsibilities: Goal Setting**

42. To what extent was this first-year teacher prepared to reflect on his/her strengths and professional learning needs?

43. To what extent was this first-year teacher prepared to use data from self-assessment, reflection, and supervisor feedback to set professional goals?

44. To what extent was this first-year teacher prepared to prioritize goals to improve professional practice and student performance?

**STUDENTS WITH DISABILITIES**

**This block asks questions about this teacher's preparedness to address the needs of students with disabilities. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

**A student with disabilities as defined in TEC §29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:**

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Does this teacher have students with disabilities as determined by the Texas Education Code §29.003 in his/her classroom?

- Yes (Continue to Students with Disabilities)
- No (Skip to next block)

45. To what extent was this first-year teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?

46. To what extent was this first-year teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

47. To what extent was this first-year teacher prepared to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?

48. To what extent was this first-year teacher prepared to make appropriate instructional decisions based on a student's Individualized Education Program (IEP)? *[decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]*

49. To what extent was this first-year teacher prepared to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? *[staff: individuals in key roles with specialized knowledge to meet the needs of the student]*

50. To what extent was this first-year teacher prepared to understand and adhere to the federal and state laws that govern special education services?

#### ENGLISH LANGUAGE LEARNERS

**This block asks questions about this teacher's preparedness to address the needs of students who have limited English language proficiency as determined by the TAC §89.1203. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

**TAC §89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."**

Does this teacher have English language learners (ELLs) as determined by the Texas Administrative Code Section 89.1203 in his/her classroom?

- Yes (Continue to English Language Learners)
- No (Skip to next block)

#### English Language Learners

- 51. To what extent was this first-year teacher prepared to design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?
- 52. To what extent was this first-year teacher prepared to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
- 53. To what extent was this first-year teacher prepared to support ELLs in mastering the English Language Proficiency Standards (ELPS)?
- 54. To what extent was this first-year teacher prepared to understand and adhere to federal and state laws that govern education services for ELLs?

#### OVERALL EVALUATION

**This block asks questions about your overall perspective on the preparedness of this individual to be an effective first-year teacher. Remember to think about this teacher's preparation at the beginning of the teaching assignment.**

- 55. What is your overall evaluation of how well this first-year teacher was prepared for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current perspective on the overall readiness of this first-year teacher.
  - Well prepared for the first year of teaching.
  - Sufficiently prepared for the first year of teaching.
  - Not sufficiently prepared for the first year of teaching.
  - Not at all prepared for the first year of teaching.
- 56. How would you rate this first-year teacher in terms of his or her impact on student academic outcomes as compared to other first-year teachers that you have supervised? Select the one statement that most closely matches your current perspective on the first-year teacher's impact on student academic achievement as compared to other first-year teachers you have supervised.
  - The teacher was exceptional (top 5%).

- The teacher was well above average (top 25%).
- The teacher was average.
- The teacher was below average.
- The teacher was well below average.

**Appendix B: Pilot Teacher Survey Administered in Qualtrics, Spring 2018**

## Teacher Satisfaction Survey

**Welcome to the Teacher Satisfaction Survey Pilot!**

The purpose of this pilot is to test the implementation of the new Teacher Satisfaction Survey. This survey meets the requirements in 19 Texas Administrative Code (TAC) §229.4(a)(5) for educator preparation program (EPP) accountability. Thank you for taking the time to complete this survey.

These survey questions should be answered by reflecting on how well your EPP prepared you to be an effective new teacher. The EPP that you are evaluating is the EPP that recommended your standard teaching certificate regardless of other EPPs in which you may have been enrolled. When providing answers to the survey questions, think about your first few months in the classroom during the current school year.

Please answer all survey questions unless directions offer the opportunity to skip a section that does not apply to the students that you have been teaching this year. Within each section of the survey, you will find useful definitions and other prompts that may be helpful for completing the survey. To move around within the survey, use the navigation buttons at the bottom of each page. Do not use the browser buttons to navigate within the survey because answers may not save. Thank you for your participation in this pilot. Your participation is valuable!

Participant Agreement: I verify that I am [ \${m://FirstName} \${m://LastName} ] and that my survey responses are an accurate representation of my preparation as a new teacher.

You are completing this survey because you are identified as a new teacher completing the first year of teaching while holding a standard teaching certificate. Identify your status on your campus by selecting one of the options below.

- I am completing my first year teaching while holding a standard teaching certificate. (Continue with survey)
- I am a first-year teacher but I do not hold a standard teaching certificate. (Survey ends)
- I did not receive my teaching certificate through an EPP in Texas. (Survey ends)
- I previously taught for a full school year while holding a standard teaching certificate. (Survey ends)

**Identify the length of time you have been teaching this school year.**

- I have been teaching 5 months or longer on this campus. (Continue with survey)
- I have been teaching less than 5 months on this campus. (Survey ends)

## RESPONSE DESCRIPTORS

**Well Prepared**

All, or almost all, of the time I was able to demonstrate a thorough understanding and had the required knowledge and skills.

**Sufficiently Prepared**

Most of the time, I was able to demonstrate a general understanding and had the required knowledge and skills.

**Not Sufficiently Prepared**

I demonstrated limited understanding and had partial required knowledge and skills.

**Not at All Prepared**

I demonstrated little to no understanding and had minimal required knowledge and skills.

**PLANNING**

**This section asks questions about how well you were prepared by your EPP to plan instruction for students. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

**Planning: Standards and Alignment**

1. To what extent did your educator preparation program prepare you to design lessons that align with state content standards?
2. To what extent did your educator preparation program prepare you to design lessons that are appropriate for diverse learning needs?
3. To what extent did your educator preparation program prepare you to design lessons that reflect research-based best practices?
4. To what extent did your educator preparation program prepare you to design lessons that are relevant to students? [*relevant: there are connections between the lesson and the students' world*]
5. To what extent did your educator preparation program prepare you to design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?

**Planning: Data and Assessments**

6. To what extent did your educator preparation program prepare you to plan appropriate methods (formal and/or informal) to measure student progress?
7. To what extent did your educator preparation program prepare you to use a variety of student data to plan instruction?
8. To what extent did your educator preparation program prepare you to provide appropriate feedback to students, families, or other school personnel? [*appropriate: specific, timely, and confidential*]

**Planning: Activities**

9. To what extent did your educator preparation program prepare you to plan lessons that encourage students to persist when learning is difficult?
10. To what extent did your educator preparation program prepare you to plan lessons that encourage achievement of learning goals?
11. To what extent did your educator preparation program prepare you to plan engaging questions that encourage complex or higher-order thinking?
12. To what extent did your educator preparation program prepare you to plan lessons that use student instructional groups to meet the needs of all students?
13. To what extent did your educator preparation program prepare you to make sure all instructional resources, materials, and technology are aligned to instructional purposes?

**INSTRUCTION**

**This section asks questions about how well you were prepared by your EPP to implement instruction in the classroom. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

**Instruction: Content Knowledge and Expertise**

14. To what extent did your educator preparation program prepare you to use content-specific pedagogy to deliver lessons aligned with state standards?
15. To what extent did your educator preparation program prepare you to explain content accurately to students in multiple ways?
16. To what extent did your educator preparation program prepare you to demonstrate connections between the learning objectives and other disciplines?
17. To what extent did your educator preparation program prepare you to provide opportunities for students to use different types of thinking such as: analytical, practical, creative, or research-based?
18. To what extent did your educator preparation program prepare you to use technology when appropriate to the lesson (to the extent technology was available at the school)?

**Instruction: Differentiation**

19. To what extent did your educator preparation program prepare you to differentiate instruction?
20. To what extent did your educator preparation program prepare you to adapt lessons to address individual needs of all students?
21. To what extent did your educator preparation program prepare you to consistently monitor the quality of student participation and performance?
22. To what extent did your educator preparation program prepare you to recognize when students become confused or disengaged?
23. To what extent did your educator preparation program prepare you to respond to student misunderstandings of lesson content?
24. To what extent did your educator preparation program prepare you to work with a diverse student population?
25. To what extent did your educator preparation program prepare you to work with a diverse parent and school community population?

**Instruction: Monitor and Adjust**

26. To what extent did your educator preparation program prepare you to collect student progress data during instruction?
27. To what extent did your educator preparation program prepare you to adjust the lesson in progress based on data gathered during instruction? *[data: evidence generated during instruction such as formal/informal, observational, formative, etc.]*
28. To what extent did your educator preparation program prepare you to consistently invite input from students to monitor and adjust instruction?
29. To what extent did your educator preparation program prepare you to maintain student engagement by adjusting instruction and activities based on student responses and behavior?

30. To what extent did your educator preparation program prepare you to give appropriate time for the lesson from introduction to closure?

#### LEARNING ENVIRONMENT

**This section asks questions about how well you were prepared by your EPP to establish a positive classroom environment that encourages learning. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

##### **Learning Environment: Classroom Environment, Routines, and Procedures**

31. To what extent did your educator preparation program prepare you to organize a safe classroom?
32. To what extent did your educator preparation program prepare you to organize a classroom learning environment that is accessible for all students?
33. To what extent did your educator preparation program prepare you to organize a classroom in which procedures and routines are clear and efficient?

##### **Learning Environment: Managing Student Behavior**

34. To what extent did your educator preparation program prepare you to establish clear expectations for student behavior in the classroom?
35. To what extent did your educator preparation program prepare you to maintain clear expectations for student behavior in the classroom?
36. To what extent did your educator preparation program prepare you to implement campus behavior systems consistently and effectively?
37. To what extent did your educator preparation program prepare you to provide support to students to meet expected behavior standards?

#### PROFESSIONAL PRACTICES & RESPONSIBILITIES

**This section asks questions about how well you were prepared by your EPP to meet the professional responsibilities associated with your role as an educator. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

##### **Professional Practices and Responsibilities: Professional Demeanor and Ethics**

38. To what extent did your educator preparation program prepare you to find and follow district expectations for professional standards? [*expectations: such as district guidelines, operating policies, or campus procedures*]
39. To what extent did your educator preparation program prepare you to meet district expectations for professional responsibilities (legal, ethical)?
40. To what extent did your educator preparation program prepare you to understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?
41. To what extent did your educator preparation program prepare you to advocate for the needs of the students in the classroom?

##### **Professional Practices and Responsibilities: Goal Setting**

42. To what extent did your educator preparation program prepare you to reflect on your strengths and professional learning needs?

43. To what extent did your educator preparation program prepare you to use data from self-assessment, reflection, and supervisor feedback to set professional goals?
44. To what extent did your educator preparation program prepare you to prioritize goals to improve professional practice and student performance?

#### STUDENTS WITH DISABILITIES

**This section asks questions about how well you were prepared by your EPP to address the needs of students with disabilities. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

**A student with disabilities as defined in TEC 29.003: "A student...has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services:**

- (A) physical disability;**
- (B) mental retardation;**
- (C) emotional disturbance;**
- (D) learning disability;**
- (E) autism;**
- (F) speech disability; or**
- (G) traumatic brain injury."**

Did you have students with disabilities as determined by the Texas Education Code Section 29.003 in your classroom?

- Yes
- No

45. To what extent did your educator preparation program prepare you to differentiate instruction to meet the academic needs of students with disabilities?
46. To what extent did your educator preparation program prepare you to differentiate instruction to meet the behavioral needs of students with disabilities?
47. To what extent did your educator preparation program prepare you to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?
48. To what extent did your educator preparation program prepare you to make appropriate instructional decisions based on a student's Individualized Education Program (IEP)?  
[*decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.*]
49. To what extent did your educator preparation program prepare you to collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? [staff: *individuals in key roles with specialized knowledge to meet the needs of the student*]
50. To what extent did your educator preparation program prepare you to understand and adhere to the federal and state laws that govern special education services?

#### ENGLISH LANGUAGE LEARNERS

**This section asks questions about how well you were prepared by your EPP to address the needs of students who have limited English language proficiency as determined by**



**the Texas Administrative Code (TAC) 89.1203. Remember to think about your preparation at the beginning of the teaching assignment in the current school year. TAC 89.1203: "English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably."**

Did you have English language learners (ELLs) as determined by the TAC Section 89.1203 in your classroom?

- Yes
- No

51. To what extent did your educator preparation program prepare you to design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?
52. To what extent did your educator preparation program prepare you to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
53. To what extent did your educator preparation program prepare you to support ELLs in mastering the English Language Proficiency Standards (ELPS)?
54. To what extent did your educator preparation program prepare you to understand and adhere to federal and state laws that govern education services for ELLs?

#### OVERALL EVALUATION

**This section asks a question about how well you were prepared by your EPP to be an effective new teacher. Remember to think about your preparation at the beginning of the teaching assignment in the current school year.**

55. What is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current perspective on your overall readiness.
  - Well prepared for the first year of teaching
  - Sufficiently prepared for the first year of teaching
  - Not sufficiently prepared for the first year of teaching
  - Not at all prepared for the first year of teaching

## ATTACHMENT VII

### Pilot Survey Analysis Report

#### ASEP Principal Survey Analysis: Pilot Survey Performance

In 2017, the Texas Education Agency (TEA) launched an initiative to update the survey instrument used by principals to evaluate Educator Preparation Programs (EPPs) based on their observation of first year teachers. This survey is used for the Accountability System for Educator Preparation Programs (ASEP) standard 2 (TEC 19.045) and for elements of the consumer information provided on EPPs (TEC 19.0452). This work was facilitated by the Texas Comprehensive Center (TXCC). TEA and TXCC undertook this work to better align the survey instrument to the Texas Teaching Standards, including the T-TESS framework, while continuing to meet the mandate laid out in TEC 19.045 and 19.0452.

The pilot survey was given during April, May, and June of 2018. Principals who completed the existing principal survey in ECOS were invited to complete the pilot survey. Survey records from the ECOS administration and the pilot administration were cleaned per the existing business rules. Table 1 presents the total number of surveys distributed, completed, and included in analysis for both the existing ECOS survey and the pilot survey.

**Table 1: Survey Distribution, completion, and analysis**

	ECOS Survey	Pilot Survey
Distributed	16858	13147
Completed	14047	1955
Used for Analysis	11789	1575

The purpose of this study is to evaluate the performance of the pilot survey and to provide a recommendation for the adoption of the pilot survey as a replacement to the existing ECOS survey. To meet this purpose, we engaged with three separate strands of inquiry guided by the following research questions:

1. Based on existing feedback, item performance, and impact on results, which items can be removed from the set of questions?
2. To what extent do the results from the pilot survey meet standards of survey validity?
3. To what extent do the results from the pilot survey administration align with the results from the ECOS survey administration?

#### **Background**

This survey was developed through a process that engaged internal and external stakeholders. Questions were designed to align with the Commissioner's Teacher Standards in 19 TAC §149.1001. TEA partnered with TXCC to design and test the items included in the surveys. Further background information about that process is available in the attached report "ASEP Principal Survey and First-Year Teacher Survey Development: Survey Refinement Through Cognitive Interviews in 2017." The process yielded a survey for principals and first year teachers that was piloted in the Spring of 2018.

The statutory authority for these surveys stems from Texas Education Code (TEC), §§21.045(a)(2), 21.045(a)(5), 21.0452(b)(10), 21.0452(b)(11), 21.0452(b)(4)(A), and 21.0452(b)(4)(B). These provisions grant the State Board of Educator Certification (SBEC) the authority to adopt a survey of principals and first year teachers that measure the efficacy of EPPs in preparing teachers for the classroom. In addition to this general evaluation, EPPs are specifically to be described as to how well they prepare teachers to work with students with disabilities and students who are English Language Learners. This statutory authority provided

guidance for the development and adoption of SBEC rules related to these surveys, as well as the adoption of the current form of the survey.

The Texas Administrative Code (TAC) §229.3(a)(2) identifies the performance standard for EPPs. This standard is the percentage of first-year teachers appraised as “sufficiently prepared” or “well prepared.” In the existing principal survey, this directive is operationalized by calculating the sum of individual teachers’ scores and comparing that to the total points for a teacher rated as sufficiently prepared on all questions. Individual candidates are then aggregated to the EPP level, resulting in a percentage of teachers rated as sufficiently or well prepared for each EPP that had associated principal survey records.

### **Methodology**

To address the first question, which asked about which items would be suitable for removal, we started with the Principal and Teacher Survey stakeholder and cognitive interview feedback documentation provided by TXCC. For each item, the respondents’ documented responses, specifically the interview comments/notes section for both the principal and teacher surveys were examined for key words that indicated the participant desired the question be eliminated or removed. These questions were consequently flagged and assigned a value. Next, using the principal pilot data, we found the correlation coefficients between each item within each subscale. We flagged all items with values  $r > 0.8$  for additional review. These flags were then combined with the flags from the interview results, generating a list of questions for further investigation. The investigated questions were then systematically removed, and their impact was gauged by identifying the number of records that were impacted at the result level (i.e. fail changed to pass or pass changed to fail). Questions with an impact on less than 1% of the sample were then examined for content and potential use in future examinations. Finally, the set of recommended items for removal were removed from the data set simultaneously, and the impact on the sample measured, again with a 1% threshold. This procedure allowed us to identify items that were redundant and had low impact on the overall score.

To address the second question, we first we computed descriptive statistics for each item, subscale, and overall score. We then computed the Cronbach’s Alpha values for the six subscales in the pilot survey. The standard cutoff value of  $\alpha = 0.70$  was used for evaluation of the internal consistency of these subscales (Cortina, 1993; Cronbach & Meehl, 1955). Following Brown (2015), we then conducted a confirmatory factor analysis using the data. A confirmatory factor analysis provides evidence for the fit of the experimental data to the theoretical structure of the constructs present in the survey. Fit statistics including the Root Mean Square Estimate (RMSEA), the Comparative Fit Index (CFI), and the Tucker Lewis Index (TLI). Due to the relatively large value of the sample size, the  $\chi^2$  value was not used for goodness of fit analysis. This procedure allowed us to ensure that the subscales were cohesive.

To address the third question, we generated a data set with the results from both surveys for all teachers in the pilot data set (N=1554). We computed the performance of the individual candidates of the ECOS and pilot survey separately. We compared the performance across the surveys to identify the alignment across the two instruments. This was conducted for the entire survey, along with the subscales that measure preparation to teach students with disabilities and prepared to teach students who are English language learners. These subscales were conceptually similar across the two instruments. This procedure demonstrated the similarity of individual scores on the two surveys.

### **Results**

#### **Impact analysis**

We first present the results from the impact analysis. Two initial analyses were run to inform this process. First, we reviewed the cognitive interview data and identified potential questions for removal, based on participant feedback. Second, we ran the item-level correlations within each subscale using the entire data set. These results are presented in Appendix A. Items with correlations  $r > 0.8$  were flagged for additional analysis. The following questions were identified

for use in the impact analysis: 2-4, 6, 7, 9, 10, 12, 13, 19, 20, 22-29, 34-37, 39, 40, 43-48. These questions were removed one by one and the impact on the sample pass rate were measured in percentage. The results from this analysis, along with all the text for all items are presented in Appendix B.

Following this process, we conducted a final qualitative review of the items, identifying any items that might be of use in forthcoming analyses, given agency priorities. Following this evaluation of the questions, we recommended removing the following questions from the survey: 10, 20, 22, 23, 28, and 39. Omitting questions 10, 20, 22, 23, 28 and 39 (combined) from the principal survey (N=1575) resulted in a change in 0.191% of the sample, or 3 individual survey participants. This was below the threshold of a 1% impact identified as an upwards boundary.

#### Subscale performance

In this section, we present the results from the analyses related to the second research question. Appendix C presents each item with the number of participants and the overall means. These results show that on average most responses were very close to the 2, which corresponds with “sufficiently prepared.” We present the average percent of points possible scored for the survey overall and within each of the individual subscales in Table 2.

To determine the internal consistency of the individual subscales in the pilot survey, we computed the value for Cronbach’s Alpha for each individual subscale. These results are presented in Table 2. The value for all subscales is higher than the commonly cited cutoff of  $\alpha > 0.7$ , noting a more than acceptable level of internal consistency.

Table 2: Average percent of points possible and Alpha Values for subscales

Subscale	Average % of points possible	SD of % points possible	Alpha Value
Planning	69.5	19.05	0.975
Instruction	68.4	19.04	0.976
Learning Environment	71.5	22.55	0.976
Professional Practices and Responsibilities	73.3	18.39	0.952
Students with Disabilities	68.0	19.82	0.965
English Language Learners	67.6	19.78	0.969

To determine the appropriateness of the theoretical factor structure, we conducted a confirmatory factor analysis. Due to the limited number of answer options the responses were treated as categorical for the purposes of the CFA. The analysis used all 1575 individual survey records. The 6-factor model showed RMSEA = 0.064, CFI = 0.992, TLI = 0.992. These values indicate good to excellent model fit based on guidelines proposed by Hu and Bentler (1999). Overall, the results of these analyses provide evidence of a survey structure that measures six subscales, the questions within which were originally designed as aligned with the Texas Teaching Standards.

#### Alignment with Current Survey

Our third research question asked about the extent to which results on the new survey align with the results on the existing survey. To address the third question, we generated a data set with the results from both surveys for all teachers in the pilot data set (N=1554). We computed the mean score for the total ECOS survey and the total Pilot survey, along with the mean scale scores. Using this mean we identified the portion of the sample that met the standard and did not meet the standard for the two surveys. As shown in Table 3, 83% of the sample were in the same consequential category in both surveys.

Table 3: Percent of people meeting/not meeting standard, across surveys

	ECOS Met Standard	ECOS Did not meet Standard
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Pilot Met Standard	63.45	4.18
Pilot Did not meet Standard	12.81	19.56

To better understand the relationship of scores across surveys, we took the standardized scores for each survey and observed the correlation between the score at the total and comparable subscale level. Table 7 presents these values for the total sample as well as for demographic groups. These results indicate a high correlation between the scores on the ECOS and pilot surveys, along with the subscales that can be compared across the two surveys. Overall, these results show that there is a reasonable expectation that a principal rating of the EPP preparation as measured by pilot survey would be similar to the principal rating of the EPP preparation as measured by the ECOS survey.

Table 7: Correlation coefficients of standardized mean scores for pilot and current exam

	Total Survey	SWD Subscale	ELL Subscale
Total Sample	0.801*	0.730*	0.693*
Black/African American	0.732*	0.632*	0.665*
Hispanic/Latinx	0.805*	0.724*	0.670*
White	0.809*	0.753*	0.721*
Other	0.791*	0.671*	0.489*

Note: \* indicates  $p < 0.001$

## Discussion

The pilot principal survey instrument was developed through a rigorous process in alignment with the Texas teaching standards. The 2018 pilot period supplied data that was used for analysis. By using information from the development period along with pilot data we identified 6 items for removal from the survey, to help lessen the burden on participants. We computed subscale statistics and modeled the factor structure. Finally, we compared the consequential results across the two surveys. Taken together, these results provide support for the adoption of the new survey as proposed and the implementation of these surveys during the survey period for the 2018-19 academic year.

While this adoption will mean differences in the outcomes for some teachers, and potentially some EPPs, the data available from the pilot did not contain ratings for all EPPs.

Consequentially, we did not present differences in EPP performance in this report. Future research with a fully operationalized new survey could provide EPPs with information into the ways that their practices prepare or do not prepare candidates preferentially for the standards measured in the different surveys. Such insight could be used for further programmatic understanding and improvement.

The new survey provides greater alignment to the teacher practice domains in which EPPs are being asked to prepare teachers. By providing information from a third-party observer in the person of the principal, this important data can support programs as they engage in continuous improvement. We hope that this tool will help Texas grow the population of teachers ready to meet the challenges of the classroom from day one.

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Appendix A: Item Correlation Coefficients

This appendix presents the Pearson correlation coefficients across items, gathered by subscale.

Table AA1: Scale 1, N = 1575

	p_q1	p_q2	p_q3	p_q4	p_q5	p_q6	p_q7	p_q8	p_q9	p_q10	p_q11	p_q12	p_q13
p_q1	1.00000	0.81685	0.81701	0.79014	0.72200	0.77785	0.75506	0.74369	0.74336	0.77743	0.72590	0.73935	0.78382
p_q1		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q2	0.81685	1.00000	0.83214	0.80691	0.72596	0.79255	0.78977	0.76055	0.77135	0.79053	0.77737	0.78393	0.77886
p_q2		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q3	0.81701	0.83214	1.00000	0.81239	0.76125	0.78609	0.79041	0.74273	0.76612	0.79354	0.77944	0.76239	0.78972
p_q3		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q4	0.79014	0.80691	0.81239	1.00000	0.76226	0.75853	0.74493	0.76240	0.76769	0.78622	0.75348	0.73626	0.78070
p_q4		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q5	0.72200	0.72596	0.76125	0.76226	1.00000	0.72640	0.71690	0.72032	0.70736	0.72014	0.70747	0.71104	0.77447
p_q5		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q6	0.77785	0.79255	0.78609	0.75853	0.72640	1.00000	0.85595	0.78277	0.75915	0.78949	0.75825	0.78347	0.77398
p_q6		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q7	0.75506	0.78977	0.79041	0.74493	0.71690	0.85595	1.00000	0.78629	0.76371	0.79150	0.77873	0.79544	0.78336
p_q7		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q8	0.74369	0.76055	0.74273	0.76240	0.72032	0.78277	0.78629	1.00000	0.76641	0.75645	0.73756	0.76282	0.76928
p_q8		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q9	0.74336	0.77135	0.76612	0.76769	0.70736	0.75915	0.76371	0.76641	1.00000	0.85337	0.75391	0.78267	0.78346
p_q9		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q10	0.77743	0.79053	0.79354	0.78622	0.72014	0.78949	0.79150	0.75645	0.85337	1.00000	0.78424	0.77693	0.80055
p_q10		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q11	0.72590	0.77737	0.77944	0.75348	0.70747	0.75825	0.77873	0.73756	0.75391	0.78424	1.00000	0.79316	0.77569
p_q11		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q12	0.73935	0.78393	0.76239	0.73626	0.71104	0.78347	0.79544	0.76282	0.78267	0.77693	0.79316	1.00000	0.79320
p_q12		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q13	0.78382	0.77886	0.78972	0.78070	0.77447	0.77398	0.78336	0.76928	0.78346	0.80055	0.77569	0.79320	1.00000
p_q13		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001

Table AA2: Scale 2, N = 1575

	p_q14	p_q15	p_q16	p_q17	p_q18	p_q19	p_q20	p_q21	p_q22	p_q23	p_q24	p_q25	p_q26	p_q27	p_q28	p_q29	p_q30
p_q14	1.00000	0.80971	0.78070	0.76143	0.73222	0.73850	0.73892	0.77657	0.74740	0.79704	0.74674	0.72097	0.73972	0.75533	0.74497	0.76012	0.77664
p_q14		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q15	0.80971	1.00000	0.78470	0.78499	0.74420	0.76348	0.75910	0.76677	0.74925	0.79462	0.75381	0.71940	0.73848	0.75516	0.75676	0.76694	0.76924
p_q15			<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q16	0.78070	0.78470	1.00000	0.81282	0.71331	0.77119	0.77804	0.74338	0.74875	0.77103	0.74088	0.72178	0.73651	0.76805	0.77341	0.77536	0.75464
p_q16		<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q17	0.76143	0.78499	0.81282	1.00000	0.74092	0.80831	0.80047	0.74230	0.73195	0.77794	0.74152	0.72366	0.76392	0.80637	0.80927	0.76796	0.76256
p_q17		<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q18	0.73222	0.74420	0.71331	0.74092	1.00000	0.68692	0.67816	0.69959	0.69625	0.71584	0.68080	0.67694	0.70125	0.70008	0.70600	0.69216	0.71149
p_q18		<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q19	0.73850	0.76348	0.77119	0.80831	0.68692	1.00000	0.90847	0.77370	0.76075	0.78631	0.75347	0.72358	0.77213	0.79421	0.77769	0.78721	0.74812
p_q19		<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q20	0.73892	0.75910	0.77804	0.80047	0.67816	0.90847	1.00000	0.79303	0.77479	0.78450	0.78991	0.74556	0.77502	0.79820	0.78869	0.79556	0.74506
p_q20		<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q21	0.77657	0.76677	0.74338	0.74230	0.69959	0.77370	0.79303	1.00000	0.82318	0.81440	0.78189	0.74599	0.77449	0.78941	0.78876	0.80101	0.78472
p_q21		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q22	0.74740	0.74925	0.74875	0.73195	0.69625	0.76075	0.77479	0.82318	1.00000	0.84807	0.77988	0.74645	0.72827	0.75694	0.77772	0.81316	0.77304
p_q22		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q23	0.79704	0.79462	0.77103	0.77794	0.71584	0.78631	0.78450	0.81440	0.84807	1.00000	0.77443	0.75133	0.76507	0.80062	0.80032	0.82192	0.79468
p_q23		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q24	0.74674	0.75381	0.74088	0.74152	0.68080	0.75347	0.78991	0.78189	0.77988	0.77443	1.00000	0.88040	0.70860	0.73402	0.75021	0.78020	0.75277
p_q24		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q25	0.72097	0.71940	0.72178	0.72366	0.67694	0.72358	0.74556	0.74599	0.74645	0.75133	0.88040	1.00000	0.69745	0.71917	0.71647	0.75327	0.73369
p_q25		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
p_q26	0.73972	0.73848	0.73651	0.76392	0.70125	0.77213	0.77502	0.77449	0.72827	0.76507	0.70860	0.69745	1.00000	0.85924	0.77328	0.77429	0.75683
p_q26		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
p_q27	0.75533	0.75516	0.76805	0.80637	0.70008	0.79421	0.79820	0.78941	0.75694	0.80062	0.73402	0.71917	0.85924	1.00000	0.82830	0.81025	0.77940
p_q27		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
p_q28	0.74497	0.75676	0.77341	0.80927	0.70600	0.77769	0.78869	0.78876	0.77772	0.80032	0.75021	0.71647	0.77328	0.82830	1.00000	0.83314	0.79478
p_q28		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
p_q29	0.76012	0.76694	0.77536	0.76796	0.69216	0.78721	0.79556	0.80101	0.81316	0.82192	0.78020	0.75327	0.77429	0.81025	0.83314	1.00000	0.81129
p_q29		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
p_q30	0.77664	0.76924	0.75464	0.76256	0.71149	0.74812	0.74506	0.78472	0.77304	0.79468	0.75277	0.73369	0.75683	0.77940	0.79478	0.81129	1.00000
p_q30		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	



Table AA3: Scale 3, N = 1575

	p_q31	p_q32	p_q33	p_q34	p_q35	p_q36	p_q37
p_q31	1.00000	0.89816	0.83914	0.79091	0.78125	0.78523	0.77621
p_q31		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q32	0.89816	1.00000	0.85105	0.80181	0.79690	0.79296	0.79295
p_q32	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
p_q33	0.83914	0.85105	1.00000	0.88453	0.88753	0.86087	0.87443
p_q33	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
p_q34	0.79091	0.80181	0.88453	1.00000	0.94583	0.90171	0.91023
p_q34	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
p_q35	0.78125	0.79690	0.88753	0.94583	1.00000	0.91834	0.91987
p_q35	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
p_q36	0.78523	0.79296	0.86087	0.90171	0.91834	1.00000	0.93477
p_q36	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
p_q37	0.77621	0.79295	0.87443	0.91023	0.91987	0.93477	1.00000
p_q37	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

Table AA4: Scale 4, N = 1575

	p_q38	p_q39	p_q40	p_q41	p_q42	p_q43	p_q44
p_q38	1.00000	0.89440	0.87919	0.78833	0.72551	0.70336	0.71014
p_q38		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
p_q39	0.89440	1.00000	0.92270	0.76531	0.70399	0.66627	0.68040
p_q39	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
p_q40	0.87919	0.92270	1.00000	0.75871	0.68854	0.66100	0.66619
p_q40	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
p_q41	0.78833	0.76531	0.75871	1.00000	0.78057	0.75879	0.77814
p_q41	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
p_q42	0.72551	0.70399	0.68854	0.78057	1.00000	0.87170	0.86857
p_q42	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
p_q43	0.70336	0.66627	0.66100	0.75879	0.87170	1.00000	0.88944
p_q43	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
p_q44	0.71014	0.68040	0.66619	0.77814	0.86857	0.88944	1.00000
p_q44	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

Table AA5: Scale 5, N = 1257

	p_q45	p_q46	p_q47	p_q48	p_q49	p_q50
p_q45	1.00000	0.87069	0.88661	0.85870	0.77438	0.78109
p_q45		<.0001	<.0001	<.0001	<.0001	<.0001
p_q46	0.87069	1.00000	0.84701	0.84730	0.78520	0.76091
p_q46	<.0001		<.0001	<.0001	<.0001	<.0001
p_q47	0.88661	0.84701	1.00000	0.87161	0.77622	0.78814
p_q47	<.0001	<.0001		<.0001	<.0001	<.0001
p_q48	0.85870	0.84730	0.87161	1.00000	0.81818	0.81670
p_q48	<.0001	<.0001	<.0001		<.0001	<.0001
p_q49	0.77438	0.78520	0.77622	0.81818	1.00000	0.83361
p_q49	<.0001	<.0001	<.0001	<.0001		<.0001
p_q50	0.78109	0.76091	0.78814	0.81670	0.83361	1.00000
p_q50	<.0001	<.0001	<.0001	<.0001	<.0001	

Table AA6: Scale 6, N = 1104

	p_q51	p_q52	p_q53	p_q54
p_q51	1.00000	0.93886	0.91161	0.85201
p_q51		<.0001	<.0001	<.0001
p_q52	0.93886	1.00000	0.91710	0.84232
p_q52	<.0001		<.0001	<.0001
p_q53	0.91161	0.91710	1.00000	0.85412
p_q53	<.0001	<.0001		<.0001
p_q54	0.85201	0.84232	0.85412	1.00000
p_q54	<.0001	<.0001	<.0001	

## Appendix B: Impact Analysis Process

This Appendix presents the full list of survey items, indicators if they were flagged for review in the cognitive interviews or due to correlation values, the % of surveys with a change in overall score if the question is removed, and the recommendation for removal.

#	Item Text	Cognitive Interview Flag	Correlation Flag	Reviewed	% change in sample results	Recommend for Removal
1	design lessons that align with state content standards?					
2	lessons that are appropriate for diverse learning needs?	x	x	x	0.0635	
3	design lessons that reflect research-based best practices?	x	x	x	0.254	
4	design lessons that are relevant to students? [relevant: there are connections between the lesson and the students' world]	x		x	0.254	
5	design lessons that integrate technology when appropriate to the lesson (to the extent technology is available at the school)?					
6	plan appropriate methods (formal and/or informal) to measure student progress?	x	x	x	0.0635	
7	use a variety of student data to plan instruction?	x	x	x	0.254	
8	provide appropriate feedback to students, families, or other school personnel? [appropriate: specific, timely, and confidential]					
9	plan lessons that encourage students to persist when learning is difficult?		x	x	0.0635	
10	plan lessons that encourage achievement of learning goals?	x	x	x	0	x
11	plan engaging questions that encourage complex or higher-order thinking?					
12	plan lessons that use student instructional groups to meet the needs of all students?	x		x	0	
13	make sure all instructional resources, materials, and technology are aligned to instructional purposes?	x		x	0	
14	use content-specific pedagogy to deliver lessons aligned with state standards?					
15	To what extent was this first-year teacher prepared to explain content accurately to students in multiple ways?					
16	demonstrate connections between the learning objectives and other disciplines?					
17	provide opportunities for students to use different types of thinking, such as: analytical, practical, creative, or research-based?					

18	use technology when appropriate to the lesson (to the extent technology was available at the school)?					
19	differentiate instruction?	x	x	x	0.0635	
20	adapt lessons to address individual needs of all students?	x	x	x	0	x
21	consistently monitor the quality of student participation and performance?					
22	recognize when students become confused or disengaged?		x	x	0	x
23	respond to student misunderstandings of lesson content?	x	x	x	0	x
24	work with a diverse student population?		x	x	0	
25	work with a diverse parent and school community population?	x	x	x	0.127	
26	collect student progress data during instruction?		x	x	0.0635	
27	adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]		x	x	0.127	
28	consistently invite input from students to monitor and adjust instruction?		x	x	0.0635	x
29	maintain student engagement by adjusting instruction and activities based on student responses and behavior?		x	x	0.0635	
30	give appropriate time for the lesson from introduction to closure?					
31	organize a safe classroom?					
32	organize a classroom learning environment that is accessible for all students?					
33	organize a classroom in which procedures and routines are clear and efficient?					
34	establish clear expectations for student behavior in the classroom?		x	x	0.1905	
35	maintain clear expectations for student behavior in the classroom?	x	x	x	0.254	
36	implement campus behavior systems consistently and effectively?		x	x	0.127	
37	provide support to students to meet expected behavior standards?		x	x	0.0635	
38	find and follow district expectations for professional standards? [expectations: such as district guidelines, operating policies, or campus procedures]					
39	meet district expectations for professional responsibilities (legal, ethical)?		x	x	0.127	x

40	understand and adhere to the Code of Ethics and Standard Practices for Texas Educators?	x	x	0.127
41	advocate for the needs of the students in the classroom?			
42	reflect on his/her strengths and professional learning needs?			
43	use data from self-assessment, reflection, and supervisor feedback to set professional goals?	x	x	0.254
44	prioritize goals to improve professional practice and student performance?	x	x	0.127
45	differentiate instruction to meet the academic needs of students with disabilities?	x	x	0.1905
46	differentiate instruction to meet the behavioral needs of students with disabilities?	x	x	0
47	develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning?	x	x	0.0635
48	make appropriate instructional decisions based on a student's Individualized Education Program (IEP)? [decisions: modifying instructional activities such as pacing, additional support or time, lesson delivery, assessment design, etc.]	x	x	0.0635
49	collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? [staff: individuals in key roles with specialized knowledge to meet the needs of the student]			
50	understand and adhere to the federal and state laws that govern special education services?			
51	design lessons that adequately support ELLs to master the Texas Essential Knowledge and Skills (TEKS)?			
52	develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?			
53	support ELLs in mastering the English Language Proficiency Standards (ELPS)?			
54	understand and adhere to federal and state laws that govern education services for ELLs?			

## Appendix C: Pilot Item Responses

Variable	N	Mean	Std Dev
p_q1	1575	2.17587	0.61653
p_q2	1575	2.07302	0.65950
p_q3	1575	2.08317	0.64069
p_q4	1575	2.15683	0.62674
p_q5	1575	2.13651	0.62541
p_q6	1575	2.06159	0.63317
p_q7	1575	2.01460	0.67005
p_q8	1575	2.11238	0.63721
p_q9	1575	2.07683	0.64838
p_q11	1575	1.99492	0.66495
p_q12	1575	2.03365	0.67972
p_q13	1575	2.09841	0.62546
p_q14	1575	2.11683	0.61043
p_q15	1575	2.09460	0.64602
p_q16	1575	2.03048	0.64977
p_q17	1575	1.98032	0.66516
p_q18	1575	2.15302	0.60814
p_q19	1575	1.94603	0.69047
p_q21	1575	2.07429	0.64376
p_q24	1575	2.09143	0.65672
p_q25	1575	2.08190	0.64086
p_q26	1575	2.02476	0.64362
p_q27	1575	1.96000	0.67844
p_q29	1575	2.01905	0.67982
p_q30	1575	2.09460	0.61993
p_q31	1575	2.25143	0.66326
p_q32	1575	2.24254	0.64624
p_q33	1575	2.15937	0.74984
p_q34	1575	2.09905	0.75303
p_q35	1575	2.08127	0.77098
p_q36	1575	2.09270	0.73593
p_q37	1575	2.08825	0.73432
p_q38	1575	2.28889	0.59943
p_q40	1575	2.35175	0.57980
p_q41	1575	2.19746	0.63345
p_q42	1575	2.13778	0.61695
p_q43	1575	2.11746	0.62318
p_q44	1575	2.10159	0.62951
p_q45	1257	1.99125	0.66228
p_q46	1257	1.98170	0.68455
p_q47	1257	1.99841	0.65082
p_q48	1257	2.01989	0.64990
p_q49	1257	2.11535	0.62605
p_q50	1257	2.13842	0.59182
p_q51	1104	2.02446	0.62025
p_q52	1104	2.00725	0.62868
p_q53	1104	1.98641	0.63073
p_q54	1104	2.09058	0.60141